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ABSTRACT

This publication focuses on issues which will be important to the University of Nevada System (UNS) in the 1990s, including the need to provide the necessary resources to maintain educational access and high quality during a period of tremendous growth. Campus academic and budget priorities as well as capital construction needs are identified for the 4-year period. Improved academic and facilities master planning processes are detailed which are designed to enhance system efforts in facing the critical issues in higher education for the State of Nevada. Also included in the report are discussions of the missions of the school's campuses, the UNS budget request, and a review of the management information system. Finally, a profile of the UNS is provided, accompanied by numerous tables of data that show enrollment trends, comparisons between UNS and other universities in population demographics, population forecasts by Nevada counties, various ratios involving full versus part-time students, minority student mix, and types of degrees conferred. An index chart displays all the degrees offered by the system, classified by level of degree, academic field, and the campuses that offer them. (GLR)

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THE UNIVERSITY OF NEVADA SYSTEM PLANNING REPORT 1991 - 1995

University of Nevada System
Office of the Chancellor

January 1991

HE 024 294

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THE UNS PLANNING REPORT

The University of Nevada System consists of seven institutions. The University of Nevada, Las Vegas, the University of Nevada, Reno, Community College of Southern Nevada, Northern Nevada Community College, Truckee Meadows Community College, Western Nevada Community College and the Desert Research Institute. The campuses enroll over 60,000 students in various disciplines from occupational and training areas within the community colleges to doctoral programs at the universities. The system is governed by a nine-member Board of Regents, and coordinated through the Office of the Chancellor. Each institution is headed by a president. On a biennial basis, this systemwide planning report provides a statewide overview of public higher education in Nevada.

This publication focuses on issues which will be important to the University of Nevada System in the 1990's, including the need to provide the necessary resources to maintain access and high quality during a period of tremendous growth. Campus academic and budget priorities, as well as capital construction needs, are identified for the four-year period. Improved academic and facilities master planning processes are detailed which will enhance system efforts to face the critical issues in higher education for the State of Nevada.

University of Nevada System
Planning Report, 1991 - 1995

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CHAPTER ONE

ISSUES FOR THE NINETIES

CHAPTER ONE

ISSUES FOR THE NINETIES

The Challenge: *During the 90's the University of Nevada System will face enrollment growth in new students at a rate among the highest in the nation. The University of Nevada System must balance its resources to sustain quality education and to serve the state well in teaching, research, and public service.*

The State of Nevada was the fastest growing state in the United States in the 80's, according to the recently completed 1990 census, growing nearly 60 percent over the decade. The University of Nevada System surpassed this growth with student enrollment growing more than 64 percent over the decade. The issues for higher education for the 90's include meeting state demands on higher education, maintaining quality of academic programs, obtaining adequate facilities and equipment, attracting outstanding faculty members, and developing strategies for enrollment to mitigate negative impacts of growth.

The University of Nevada System is at a critical point in its history; it has and will continue to experience tremendous growth, while the indications are that the state will allocate modest resources. How shall we use these resources? If our campuses continue to admit all students who desire to enroll, how do we assure high quality instruction if all available resources are necessary to meet enrollment growth? To meet other needs of the state we must expand programs, conduct research, improve occupational training, and the like, which also demand resources. Because rapid growth is projected to continue, much is at stake for higher education; there is the desire within the University of Nevada System to pursue academic progress *and* deal with enrollment growth.

Constitutionally, education is the responsibility of the states, and during each legislative session in Nevada, education ranks high on the agenda for action. In Nevada, education receives over 50 percent of the biennial budget, with two-thirds assigned to primary/ secondary programs, and one-third to the University of Nevada System, which represents all public higher education in Nevada. Though this effort is significant, Nevada still ranks behind other states and the national average in allocations to higher education as a percentage of tax revenue.

During the 1991 session, legislators will once again deal with continuing needs of public education as well as new demands -- providing quality higher education for more students, providing educational opportunities for a more diverse group of students, and meeting state needs resulting from a push to

diversify the state's economy. The University of Nevada System is the fastest growing university system in the United States; the demographics of the state are changing; the urban nature of our population is more pronounced; and the emerging diversification of our economy -- all combine to place additional resource demands on the legislature, and to increase the complexity of public policy decisions dealing with higher education.

Meeting the Demands of the State of Nevada

The state, through the legislature and the executive branch, and the citizens of Nevada, through businesses, civic groups, and other organizations, make demands on the university system in many areas, including job training, health care education, engineering, and economic development. These realities existed over 100 years ago when the University of Nevada began programs in teacher education, mining, and the agricultural arts; and they continue today as our state becomes more diverse. Some of the more important needs expressed within the state today are listed below.

- **The Need for an Educated Citizenry**

  Higher education has traditionally played a central role in our democratic society. Our colleges and universities are obligated to meet the needs of the citizens of the state to receive quality postsecondary education, to achieve skills in communication, reasoning, and an understanding of the social sciences, sciences, and humanities.

  Traditional educational patterns are changing to meet the changing demographics of the state. There will be more minorities within the state, fewer traditional college-age students, and many more students in urban areas, especially in Las Vegas. There will, however, be continuing rural needs to be met by the community colleges. Our colleges and universities must provide the opportunity for students who enroll to achieve personal growth and to aid citizens to be productive members of society.

- **The Need for an Educated Workforce**

  Higher education continues to be an important partner in the development and diversification of the state's economy. No economy can diversify without an educated and trained workforce. Our colleges and universities assist in meeting specific occupational demands such as the nursing shortage within the state, and in providing occupational training, and tailored business and industry programs. We also maintain traditional programs in mining, agriculture, and the education of teachers.

- **The Need for Quality Instruction**

  There will be a continued effort to attract and retain high quality faculty necessary for superior teaching, as this is a necessity for successful education.

- The Need for Research

  Not only is the creation of new knowledge through research exceedingly important to the traditional mission of the universities, but so is the use of new technology and its adaptation to social or economic purposes, and our campuses and DRI are defining a new role in this area for the good of the state and the nation.

There are tremendous pressures now evident on the colleges and universities in this state; first, to continue to do what we do well, regardless of additional needs and, to attempt to continue to do this in the light of continued growth. As educators, we remain mindful that our first obligation is to students to impart both an understanding of the social, economic, and political forces in the world in which we live, and the skills not only to survive, but to prosper and to achieve social change for the good of the general welfare. We must meet this obligation as the fastest growing university system in the nation.

College Enrollment Growth

The issue of growth sets Nevada apart from other states, and it sets the community colleges and university campuses of the University of Nevada System apart from other campuses. The system now has approximately 60,000 students, and conservative estimates of annual growth rates of 5 percent yield an enrollment of over 100,000 students by the year 2000. Nevada led the nation in the rate of change in college enrollments in the 80's.

Based on projections for enrollment for the next 10 years, it is likely that Nevada campuses will continue their phenomenal growth rate.

Projections of continued enrollment growth at UNS campuses show it is likely to continue to exceed the 5 percent average rate. In a study conducted by the Western Interstate Commission for Higher Education (WICHE), the number of high school graduates in Nevada is predicted to increase 60 percent from 1989-90 to 2000-01. Thirty-seven states will see a growth in the number of high school graduates over the next 10 years, and Nevada is ranked second in this growth behind Alaska, notes the *Chronicle of Higher Education*. High school graduates traditionally comprise a large share of first-time students at colleges and universities. In a recent survey of Nevada high school graduates conducted by the Office of the Chancellor, 66 % of 1990 seniors indicated they would most likely attend a postsecondary institution to seek a degree. With that number of seniors planning to attend Nevada campuses, and

with the projected increase in high school graduates in Nevada, UNS will see rising enrollments for several years to come.

Phenomenal growth presents an impressive challenge to our universities and community colleges, to the Board of Regents which governs the system, and to the legislature which raises state revenues to support public programs. The impacts of growth on the University of Nevada System affect us in several key areas.

The first concerns capital construction and facilities. It is becoming apparent that we will need to identify new financial policies to support capital construction, maintenance, and improvement of facilities over the next several decades. We must respond to the immediate need; that is, to provide classrooms, faculty offices, and laboratories for the enrollment that we expect over the next few years, but also, we need to prepare for the future through the use of more creative criteria for construction. The University of Nevada System has embarked on an enhanced planning process for capital projects. The capital construction request of the University of Nevada System and the new planning process are contained in Chapter Three of this report.

The second concerns equipment. To maintain competitiveness of our campuses, our students and faculty must have appropriate equipment, especially computing equipment. The purchase and maintenance of computers can no longer be seen as a one-shot equipment allocation but must be included in regular funding ratios to ensure that the appropriate technology is available so that our programs and our graduates are well equipped to compete in the emerging technological society. This issue is addressed in the regents' priority request budget.

The third concerns expanded academic programs. Both at the community colleges and the universities, the evolution and expansion of academic programs will continue, and the number of programs will be expected to increase along with the demand for part-time instructors and new faculty. This is also addressed in the regents' priority request budget.

A fourth issue concerns our ability to recruit and retain high quality faculty. As teaching is the central concern of the system, salaries must be competitive to attract outstanding instructors and professors. The regents' goal is to place salaries in the top 25 percent of the nation.

Other issues concerning growth present several related and important challenges discussed below.

Quality vs. Growth

In an era of growth, in order to provide educational programs and services at a level equal to the previous year, legislative fiscal allocations will have to increase substantially. These increases alone will not provide enough resources to provide new programs, improve faculty salaries so that UNS campuses can compete with other institutions for high quality faculty, lower student-faculty

ratios, improve library holdings, or purchase state-of-the-art equipment; all measures of quality programs. In the community colleges, programs ranging from developmental education for learning basic skills to nursing education are in need of funds and talented faculty to maintain and improve the quality of instruction -- let alone the need for facilities and support services to enroll more students. The University of Nevada, Reno, and the University of Nevada, Las Vegas, face the same demands.

Quality vs. Access

Another issue concerns our desire to attract students who may not have enrolled in postsecondary programs in the past, or who are members of an under-represented minority, and to maintain the quality of established programs. Nevada's community colleges are committed to maintaining an "open admissions" policy. This policy carries with it a related commitment to provide to students the tools needed to persist in their efforts. All students need educational success to improve the workforce if our state economy is to thrive. Developmental programs, additional counseling services, and other programs for "nontraditional students" or underprepared students take tremendous campus resources -- resources that could be used to expand programs or improve the quality of existing programs. It will be a challenge to remain open to Nevadans and achieve academic excellence as well.

Maintaining Focus on the Mission of the Campus

In light of these issues, it will become more important for campus leaders to maintain their focus on their primary mission and for UNS administrators to articulate needs based on these missions to legislators and educational policy makers.

The University of Nevada, Reno and the University of Nevada, Las Vegas pursue the objectives of outstanding teaching, research, and public service. Because new demands are being placed on them -- demands resulting from rapid growth and state plans for economic diversification -- it is increasingly difficult to focus on goals and to continue to do well at assigned missions. In order for the universities to meet additional needs and demands, a truly significant change in budgetary support from the state would be necessary.

The Desert Research Institute (DRI) generates a high percentage of its operating funds from outside sources, contracts, and grants. However, it faces the same pressures to respond to state needs and to focus on its mission in research.

The community colleges -- Community College of Southern Nevada (CCSN), Northern Nevada Community College (NNCC), Truckee Meadows Community College (TMCC), and Western Nevada Community College (WNCC) -- pursue a main goal of providing occupational training, as well as providing college

parallel courses, developmental education, community service courses, and counseling and guidance for students. The community colleges are under incredible pressure to be many things to the diverse citizens of the state. In light of tremendous growth and the limited fiscal realities of the state, it will be exceedingly difficult for the community colleges to maintain their focus on their mission, to maintain quality, and to meet additional demands.

ABOUT THIS PLANNING REPORT

This report on higher education in Nevada is part of a continuous process of planning within the University of Nevada System. In 1983, *Nevada 2000: Future Directions for Nevada's Colleges and Universities*, which discusses public higher education in the state through the end of the twentieth century, was published. Goals of the system, changing student demands, increased population, financial issues, future academic programs, and guidelines for planning were included in that report. This document represents University of Nevada System recommendations for public higher education in Nevada for the four-year period 1991-1995. The report contains what the Board of Regents considers to be major higher education issues in Nevada responding to record increases in student enrollment, attaining needed fiscal support, providing quality education, providing access to education for Nevadans, participating in Nevada's economic development, and continuing the provision of high quality teaching, training, research, and public service. This report contains information on new UNS academic and facilities planning activities, capital construction needs, budget priorities, and comments about campus objectives and institutional goals.

Priorities for the University of Nevada System component institutions identified in *Nevada 2000* and adapted for this report include the following:

Community Colleges: To provide comprehensive community college education services which include occupational education university-parallel courses, and continuing education to any citizen of the state who desires to enroll.

University of Nevada, Las Vegas: To provide comprehensive baccalaureate and graduate programs in liberal arts and sciences, the social sciences, sciences, humanities, and professional areas such as business education, hotel administration, health sciences, computer science, and engineering.

University of Nevada, Reno: To provide, as Nevada's land grant university, comprehensive baccalaureate and graduate programs in the liberal arts and sciences, mining, engineering, agriculture, medicine, and the professions.

Desert Research Institute: To conduct research needed by the State of Nevada for effective management of its natural resources and for the continued development and diversification of Nevada's economy.

Office of the Chancellor: To provide leadership in higher education, academic program coordination and planning for the system, and to provide informational, computing, financial, and budgetary support for the system and its campuses.

To accomplish these priorities, the Board of Regents sets statewide policy and coordinates through the Office of the Chancellor systemwide and institutional objectives in the implementation of programs. The system office and the campuses within the University of Nevada System regularly engage in planning activities and in the review of current programs. On a biennial basis, this systemwide planning report is published which reflects the planning efforts of system institutions and which provides a statewide overview of public higher education in Nevada. These planning reports serve as regular updates of the system planning document, *Nevada 2000*.

Several sections of this chapter were adapted from *Nevada 2000*, The University of Nevada System, and "The University of Nevada System: Academic Progress and Record Growth", *Nevada Public Affairs Review*, 1989, No. 1.

CHAPTER TWO

FOCUS ON THE FUTURE

CHAPTER TWO

FOCUS ON THE FUTURE

In order to meet the needs of the future, the University of Nevada System Board of Regents is committed to providing an educated workforce for industry and commerce as well as an informed citizenry for public service and the general welfare. The mission of the University of Nevada System is to provide public postsecondary education to the citizens of Nevada. Through coordinated teaching, research, and public service efforts of the universities, research institute, and the community colleges, a broad range of needed programs will continue to be provided for the citizens of the state.

Further, in October of 1990, the Board of Regents established fourteen goals for the near future which focus on the mission of the system and the Board's role in overseeing and promoting excellence in higher education in Nevada. These goals are outlined below.

BOARD OF REGENTS' GOALS
1991-1992

1. ***The Board will seek to provide programs of high quality at our campuses so that they are "institutions of first choice" for Nevada residents.***
2. ***The Board will work to fully fund the budget formulas and secure maximum resources from the Nevada State Legislature. In July 1991, the Board will reevaluate funding formulas to determine where they fail to meet the needs of institutions.***
3. ***The Board will implement policies on the evaluation of officers and the chancellor.***
4. ***The Board will review the recommendations of the ad hoc committee on community college faculty relations.***
5. ***The Board will maintain effective communication with the presidents.***
6. ***The Board will consider alternative ways to enhance communication with faculty, students, and other University of Nevada System constituencies.***
7. ***The Board will increase communication with students.***
8. ***The Board will undertake periodic curriculum review.***
9. ***The Board will review and reaffirm minority student access and minority faculty recruitment.***
10. ***The Board supports continued enhancement of research capabilities at the universities and the Desert Research Institute.***
11. ***The Board will reevaluate admission standards and their impact on access, articulation, transfer, and retention.***
12. ***The Board will become more knowledgeable about community colleges, their diversity, and missions.***
13. ***The Board will work to establish a fund to reward outstanding faculty and students.***
14. ***The Board will take a leadership role and establish an ad hoc committee concerning the status of women on University of Nevada System campuses.***

Missions of the Campus

Each of the seven campuses addresses part or all of the three-fold mission of teaching, research and public service, based upon its role within the University of Nevada System. The mission statements included in this chapter provide direction for the community colleges, universities, and the Desert Research Institute.

Consistent with the general educational, professional, or occupational mission of each institution, academic priorities and program trends have been identified by University of Nevada System institutions. These priorities are based both upon the tremendous growth occurring in Nevada and the demonstrated needs of the state.

Occupational education remains central to the community college mission. A demand for highly educated, well-trained workers continues to increase as industries relocate within the state, and more of the jobs in Nevada require additional training due to advanced technology. A renewed effort to strengthen articulation and transfer with the universities as well as public schools in the state is also taking place. The delivery of cost-effective education programs to off campus sites and rural populations has become increasingly important and will involve the continued development of telecommunications capabilities.

One major issue facing all the community colleges is to provide effective developmental education for the wave of underprepared adults. Potential increases in university entrance requirements and mandatory student assessment at some campuses will increase the demand for developmental programs at the community colleges. The anticipated increases of students needing basic skills courses will require a greater number of courses in the areas of English as a Second Language, reading, English, and mathematics.

SYSTEM STUDY TO STRENGTHEN TRANSFER

The Board of Regents is committed to strengthening student transfer within the University of Nevada System. A comprehensive study and review of systemwide policies and procedures for transfer between the UNS community colleges and universities indicate that approximately 20% of all university graduates transfer from Nevada community colleges. The report *Strengthening Student Transfer and Articulation within the University of Nevada System*, completed in October 1990, is directed at improving the transfer process. Recommendations presented in this report are currently being pursued by campus advisory groups and system representatives.

FUTURE DIRECTION IN TECHNICAL EDUCATION

Rapidly changing technology and demands of business and industry for highly skilled workers have placed a major emphasis on technical education. A comprehensive statewide review and report, *Technical Education at Nevada's Community Colleges*, approved by the Board of Regents in 1990, presents recommendations to strengthen the curriculum and delivery of technical programs. A statewide committee on technical education is working toward implementation of the recommendations.

COMMUNITY COLLEGE OF SOUTHERN NEVADA

The mission of CCSN is to bring postsecondary educational opportunities within the regional, psychological, and financial reach of all who seek them. Community College of Southern Nevada seeks to offer quality, economical, accessible, and convenient instructional and other services in career education, general education, technical, transfer, and developmental training and lifelong learning whereby:

- **Students may obtain the knowledge and skills needed for careers in business, industry, and government**
- **Students may prepare themselves for transfer to other collegiate institutions to obtain the baccalaureate or other degrees**
- **Students may benefit from the developmental and special programs tailored to enhance individual student success**
- **Students may obtain continuing education at any age**
- **Students may enrich their lives and the life of the community by means of community education programs**

Community College of Southern Nevada (CCSN) is currently reviewing the appropriateness of new curricular formats including a technical school format, weekend college, and possible late night offerings. The college will investigate the

creation of a community-based Center of Excellence in resort/hotel/casino management. Integration of an apprenticeship program and model into the overall curriculum is also under review. The feasibility of developing degree and certificate programs is being considered in a number of health-care related areas to deal with the growing needs of southern Nevada. Technical programs related to the environment and engineering will also be reviewed.

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NORTHERN NEVADA COMMUNITY COLLEGE

In September, 1992, Northern Nevada Community College will observe its 25th anniversary. During these twenty-five years, the mission has been to serve central and northeastern Nevada with occupational and technical programs, lower-division general education, developmental education, continuing and community education, and student support services. Over the years, different parts of the NNCC mission have required different emphasis, but the five-part strategy has served the needs of the people insofar as our resources have allowed. NNCC intends to follow this time-tested mission.

NNCC's service area is a geography of opportunity characterized by continuing economic growth, diversification, and demographic change. In 1990, NNCC enrolled nearly 50 percent more students than it did in 1988. Small and rural, but growing vigorously, NNCC is a traditional community college in an extraordinary setting. The service district of the college covers nearly one-half of Nevada and it borders three other states--Utah, Idaho, and Oregon. The service territory has eight off-campus centers and five prison study sites. It is exceedingly difficult to serve the sparse population scattered over 46,000 square miles in a cost-effective way. Yet the people living in the area have the same diversity of needs of any group. Telling changes are replacing rural traditions. The jobs in mining and mining-related industries have grown more complex. The dependence of the people of the service area on NNCC for education continues to increase. The college will be tested in meeting the needs of the next several years.

Northern Nevada Community College will further refine its linkages with business, industry and government to train employees and to assist in the economic development of the college's service territory. Over the next two biennia, the college expects to consolidate the programs initiated in the 1980's, particularly the mechanical technology degrees. A small number of degrees will be developed at the Ely State Prison. The college will study the possibility of developing programs in areas such as communications, social work, and perhaps one or two health-care associate degree programs in association with the Nevada AHEC and UNS Medical School. A sharper focus on general education will include a more prescriptive arts and sciences curriculum.

TRUCKEE MEADOWS COMMUNITY COLLEGE

Truckee Meadows Community College (TMCC) exists to meet the educational and social needs and desires of the students and community. The campus is comprehensive in that it provides an environment for individuals to make selections of their choice. The institution's primary mission is to provide an atmosphere of learning for life. This atmosphere and environment should be flexible enough that changes can be met without too much delay or conflict. The institution is also providing an environment of exploration, self-awareness, skill training, and academic preparation that reflects the desires of its students and the community.

The institution has an open concept that allows the student to freely enter and leave as conditions warrant. The institution should provide a climate for individuals who want to learn and develop. This may be in the form of upgrading skills for employment, scholarly pursuits, pleasure, initial job placement, skill development, personal counseling, guidance-career development, and general self-awareness.

All these pursuits should be rewarding to the student in the form of two-year degrees, one-year certificates of achievements, short-term certificates of completion, self-respect, general awareness, jobs, and a deep respect for the dignity of individuals from all walks of life.

The campus will provide a high quality education to students with a wide range of academic abilities, including students who show undeveloped potential in academic areas, leadership roles and specialized skills. This system is designed to help students succeed; not a system designed to help them fail.

Truckee Meadows Community College anticipates the development of new programs in the areas of business and management, industrial and public service, the arts and sciences, as well as several degrees in the health education area. The Arts and Science Division will focus on strengthening the transfer of programs within the system over the four-year period. TMCC plans to expand its relationship with the public school system to expand advanced placement opportunities for high school students, provide training programs for area secondary teachers, and initiate tech-preparation programs with all area high schools. Expansion of linkages with business and industry will include efforts to offer certificate programs targeted to specific industries and technologies.

WESTERN NEVADA COMMUNITY COLLEGE

Western Nevada Community College (WNCC), as an institution of the University of Nevada System, is committed to providing higher education opportunities for citizens residing in Carson City, Churchill, Douglas, Lyon, Mineral, Pershing, and Storey counties, and in areas of Washoe County which include Incline Village and Washoe Valley. The college subscribes to an open-door policy, admitting high school graduates and others who can profit from instruction. It is the responsibility of the college to develop those programs which will assist students in achieving successful post-secondary educational experiences, whether the students' goal is the completion of one training course to upgrade job skills or the attainment of a two-year degree.

The mission statement of WNCC is similar to that of the other three open-door community colleges in Nevada and is five-fold in purpose:

Occupational Education: To provide programs necessary for the development of those occupational skills needed for jobs as required by business, industry, and health; and, to provide added training for those already employed. At Western Nevada Community College, the student may earn an Associate in Applied Science degree as well as certification in many occupations.

Transfer Education: To prepare the student for transfer to a four-year college. At Western Nevada Community College, the student is offered comprehensive lower division instruction and may earn an Associate in Arts degree.

Developmental Education: To provide programs designed to upgrade those skills necessary to compete successfully in college courses. At Western Nevada Community College, the student is given the opportunity to acquire and improve basic learning skills.

Community Service Education: To provide the surrounding communities with opportunities for cultural enrichment, social and recreational activities, and academic and practical instruction. At Western Nevada Community College, the student may develop and increase a variety of lifetime skills and interests.

Counseling and Guidance: To provide assistance to students in planning and achieving their educational goals. At Western Nevada Community College, students are provided with counseling services to help them develop realistic educational and career plans.

The general programmatic trend for **Western Nevada Community College** over the next four years will be one of expanding the breadth of current curriculum to further the needs of the communities it serves. WNCC anticipates an increase in enrollments in developmental education and the basic liberal art/general transfer curriculum. Classes will be strengthened in certain core areas in the social and physical sciences, English, and humanities. There is interest in the development of a transfer degree in science which would focus on mathematics and sciences, to meet the growing need for trained people

in those areas. Technical preparation programs with local area high schools are being finalized, and should increase enrollments in all applied science and technology programs. WNCC will enhance the economic development of its service area through its occupational programs and Business Industry Partnership. The Center for Change will emphasize customized training programs for business and industry and act as a liaison for "Quick Start" cooperative education and apprenticeship programs.

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UNIVERSITY OF NEVADA, LAS VEGAS

As the only public comprehensive doctorate-granting university located in the largest and fastest growing metropolitan area in the State of Nevada, the University of Nevada, Las Vegas, has as its mission the general preservation, and transmission of knowledge, and serving the public good. The university provides a setting in which faculty, staff, and students meet to confront ideas and information within an atmosphere of intellectual integrity. It strives to accomplish its mission by offering a wide range of excellent undergraduate and graduate programs; by offering professional education up to and including doctoral work in selected fields; by creating and maintaining library, studio, and laboratory services and resources for research--the general preservation, and transmission of knowledge; by providing a wide range of cultural opportunities for students and the general public, and by offering continuing education opportunities.

The universities continue to focus on offering a wide range of excellent undergraduate and graduate programs, as well as professional education in selected fields. The **University of Nevada, Las Vegas**, is located in the largest and fastest growing area in the state. In order to meet the expectations of its student body and regional constituency, UNLV plans to continue to expand its program offerings. Graduate education will become the focal point of its new program development over the planning period. Masters' or doctoral programs will be developed in select health care education areas, fine and performing arts, liberal arts, construction and engineering, architecture, business, science, social sciences, environmental studies, hotel administration, and other areas. Progress is continuing in the development of plans to implement a law school at UNLV. A UNS request for planning funds for the development of the school is included in the 1991 biennial budget request.

UNLV has increased its research emphasis significantly over the past ten years and plans an even greater thrust in the future. It will continue to emphasize good teaching by faculty members who are informed by the substance and content that are consonant with research and scholarship.

UNIVERSITY OF NEVADA, RENO

The University of Nevada, Reno is a constitutionally-established, land-grant university. The university served the State of Nevada as its only state-supported institution of higher education for almost 75 years. In that historical role, it has emerged as a doctoral-granting university which focuses its resources on doing a select number of things well. UNR offers a wide range of undergraduate and graduate programs, including selected doctoral and professional studies, which emphasize those programs and activities which best serve the needs of the state, region, and nation. By fostering creative and scholarly activity, it encourages and supports faculty research and the application of that research to state and national problems. In performing its mission, the University of Nevada, Reno resolves to:

- **Offer high-quality degree programs in the arts, sciences, and in selected professions**
- **Emphasize undergraduate, graduate, and professional programs which meet the needs of the citizens of Nevada**
- **Maintain a select number of doctoral and organized research programs**
- **Offer a range of applied, interdisciplinary, and career-oriented programs at both the undergraduate and graduate levels**
- **Provide community and public service programs through continuing education and cooperative extension**
- **Contribute to the advancement and dissemination of knowledge that will help to improve society at the state, regional, and national levels**

During the next several years, the University of Nevada, Reno will center its attention on providing superior quality undergraduate programs and expanding existing graduate programs and research activities. A major emphasis at the university will be on further refinement of existing undergraduate programs including the newly designed Core Curriculum for all undergraduates. Assessment programs will be implemented to provide feedback to the instructional process in the areas of writing, quantitative skills, critical thinking, and other areas. Plans for new graduate programs will each have associate research components, and will include a

limited number of masters' and doctoral programs. The planned new programs will be in the areas of arts and science, business, health care education, human and community sciences, education and other disciplines. In order to expand academic opportunities, make more efficient use of existing resources, and participate in the emergence of new fields of study, inter- or multi-disciplinary approaches to both instruction and research will be employed. Enhancement is planned for most university units that have a statewide mission and impact, such as the Nevada Cooperative Extension, the Nevada Agricultural Experiment Station, the College of Business, and Continuing Education.

♦ ♦ ♦

DESERT RESEARCH INSTITUTE

The Desert Research Institute (DRI) is the statewide division of the University of Nevada System which conducts full-time environmental research related to arid lands. The institute was established by the Nevada Legislature in 1959 to conduct scientific research on topics of special relevance to the management of Nevada's environmental resources as well as on topics of national concern or intrinsic scientific interest.

DRI's research program originated around the general theme of arid land problems 30 years ago and has expanded to provide a unique capability in serving Nevada's statewide needs for environmental research. DRI conducts research in the atmospheric, biological, geologic, hydrologic, and archaeological sciences. Research is conducted by approximately 300 research faculty, graduate students, and staff located in science centers and field laboratories in Boulder City, Las Vegas, Laughlin, Reno, and Stead. In the last 10 years, DRI faculty conducted research projects in all but 5 states in the U.S. and in 17 foreign countries.

Many DRI faculty teach courses and oversee graduate student research at the University of Nevada, Reno and the University of Nevada, Las Vegas. Over 50 UNS graduate students are supported annually by DRI through "assistantship" positions in the institute which provide funding for their graduate degree research.

Mission Statement

The mission of the Desert Research Institute is to conduct research and research training needed by the State of Nevada for effective management of its environmental resources and for continued development and diversification of Nevada's economy.

The Desert Research Institute is an integral part of the University of Nevada System, with a primary mission to conduct research needed by the state. The institute's operational goal is to become the premier institution in the United States and the world for environmental research in arid lands. The DRI

continues to conduct programs of applied research designed to attract research and technology based firms to Nevada, and to further ongoing efforts to stimulate the development of home-grown science and technology based firms. It supports the acquisition of major national and international research programs throughout the UNS, and graduate research and teaching on the campuses. DRI expects to develop a sixth Center on "Global Change." A thrust into the area of global change is partly in response to a strong federal program in this area, but also grows out of DRI's own research interests. DRI has the ambition to become an internationally recognized major research element in the Global Change Research Program with an emphasis on arid lands.

These mission statements and academic proposals highlight strategic directions to be taken by the institutions. Improvement of undergraduate education, strengthening graduate education and research, enhancement of economic development efforts, and improved access for students - all combine to offer Nevadans expanded opportunities to enrich their lives through higher education. The task of the University of Nevada System is to provide higher education which will benefit the individual, communities, and the state as a whole by improving the quality of life in Nevada.

CHAPTER THREE

PLANNING AND BUDGET

CHAPTER THREE

PLANNING AND BUDGET

Academic planning, and facilities planning are invaluable activities in higher education. In Nevada, explosive population growth and related student enrollment growth, in the light of limited resources, calls for planning efforts by the University of Nevada System to identify directions for action. Budget requests and financial needs more directly identify campus priorities and system needs. A summary of the University of Nevada System budget request is included in this chapter.

The University of Nevada System has just completed two major planning efforts; one in academic plans for the campuses, and another in facilities planning and capital construction. The Board of Regents has called for updates of these plans in the future to assure their timeliness and completeness, and to assist in the ability of the University of Nevada System to respond to future higher education demands.

ACADEMIC MASTER PLANNING

Since the publication of *Nevada 2000: Future Directions for Nevada's Colleges and Universities* in 1983, which discussed public higher education in the state through the end of the century, system planning reports have been prepared on a biennial basis as updates to that report.

In 1986 the Board of Regents adopted a calendar and time frame for the preparation of individual campus academic master plans. Although plans have been prepared and updated in the past, the Board's action would mark the first effort to integrate these documents with systemwide planning. A four-year planning cycle was developed for the community colleges, with five years for the universities and the Desert Research Institute.

These campus plans were drafted in 1990, and finalized after system review for presentation to the Board of Regents in 1991. Each campus academic master plan contains a mission statement for the campus, planning trends and assumptions (including population and enrollment projections), academic goals and objectives, and comments on projected needs and funding and facility implications. Most campuses intend to build upon these drafts for future plans, adjusted to meet the needs of the state and academic programs of the campus. Growth and increasing student enrollment dominate campus concerns.

The campuses and the system were aided in the planning process by a consulting team which made observations on the comprehensiveness of campus plans, and suggestions to improve statewide planning in the future. Statements from this statewide effort in planning are included on the next page.

The new imperative in public higher education is the need for strategic planning for the system as a whole. The University of Nevada System should embark on a strategic planning process. Strategic planning is a sophisticated process that can be applied to any enterprise, including higher education. Its purpose is to improve the enterprise continuously, making it better, more efficient, and more competitive. A good strategic planning process results in a dynamic environment, which permits planned improvements to be made regularly when checked against real conditions. Advancement of the state interest in institutional plans and system plans does not just happen. It requires a system approach so that a state perspective helps shape and direct the resources of all the institutions, recognizing and building upon the fact of interdependence.

An appropriate investment should be strategic, facing up to choices. It must be responsive to the long-term interest of the tax-paying public and the expenditures must reflect a determined effort to maximize returns on the investment. To manage this investment wisely, the goals of academic planning include:

- *Access to educational opportunity by students;*
- *Enhancement of quality in teaching and learning, involving a relentless search for better assessment of performance;*
- *Accountability for results, measured against specific criteria where possible;*
- *Coordination of plans for individual colleges and universities which make up a system so that the individual plans mesh; and*
- *Effective management at all levels on all campuses and within the system.*

At its best, planning in higher education reaches for the future. Good planning analyzes aspiration, winnowing it to realistic goals. It is organized deliberation at the departmental level, the institutional level, and the state level. Planning does not eliminate risk and uncertainty. It challenges leaders at all levels to create strategies that energize.

In a well-developed planning process, there should be:

- *Clear understanding of all the management data usually integrated through a common management information system (MIS);*
- *Carefully designed role and mission statements for each unit;*
- *A coordinated calendar assuring cyclical regularity of planning hearings for every budgetary unit, from the smallest organized entity to the system as a whole;*
- *A steady stream of information available to administrators at all levels, allowing the plan to be monitored and appropriate decisions to be made; and*
- *An integration of all the planning activity on a biennial basis with preparation of the budget request.*

The entire planning process, built from the ground-level up, must be brought together into one grand vision that inspires a bright future for the citizens of Nevada. The plan should have clear and salutary outcomes. All should be rewarded for participating, rewarded by association with a worthy enterprise that permits pride to be shared throughout the system. Nevada seeks a skilled and adaptable workforce, access to technology, and a high quality of life. Nevada competes for this goal in a global economy. As Nevada strives for a healthy future, it looks to higher education as a mighty engine for economic development and importantly, the cultivation of a democratic society. The task for the University of Nevada System is to think creatively, continuing to build a system that works, one that is responsive, effective, and visionary.

The community colleges, universities, and research institute will continue to coordinate their efforts to provide Nevada with a unified higher education system, but also recognize the unique strength of each institution to provide for opportunities for all Nevadans.

PHYSICAL MASTER PLANNING

A very successful systemwide effort to improve capital construction and facilities planning for the campuses was embarked upon in 1988. This endeavor involved the use of outside consultants, systemwide committees, and campus expertise to develop the final report, completed in 1989, entitled *Analysis of Campus Physical Master Plans for the University of Nevada System*. In an effort to improve future physical master planning within the system, twelve recommendations were presented in the report. The consultants recommended that the current physical master planning effort be continued and improved to provide comprehensive data for future systemwide planning efforts. These improvements include the use of quality and cost control reviews, project development guidelines, the increased use of academic program criteria integrated with systemwide space utilization standards, and improved physical master plan guidelines. A recommendation was made to provide a professional position in the Chancellor's Office to manage capital improvement activities.

These recommendations reflect a significant step in establishing standardized physical master plans for each institution, and has moved the system closer to realizing the Board of Regents' goals for better planning and improved justification for capital improvement requests. Each institution will update its physical master plan every two years and provide the chancellor and the regents with campus capital construction needs. The Board of Regents sets priorities for the types of new space and remodeling of existing space (classroom, class laboratory, research laboratory, office, and auxiliary space) needed by the university system. Currently, instructional space is the top priority.

Based upon this improved process, the new construction and renovation priorities for 1991-1993 indicated on Table 3.1 were established by the Board of Regents. The statewide effort which was undertaken to complete this plan should result in orderly and well planned growth and development of the campuses.

UNS Biennial Budget Request

In order to meet the needs of system institutions, the Board of Regents has developed a budget request for 1991-1993 which consists of a "Base Budget" and "Priority Requests for New Funding" (Tables 3.2 and 3.3). Tremendous growth has occurred at both the community colleges and universities, with UNS campuses exceeding budgeted enrollments in 1989-90. The budget outlined below reflects an anticipated enrollment increase of approximately 13% over the next biennium.

TABLE 3.1

NEW CONSTRUCTION, RENOVATION PRIORITIES: 1991-93

		Cost Estimate	Scope	Fund Source
	Preplanned Projects - 1989 Legislature			
	NNCC Tech. Arts Bldg.	$ 4,043,315	15,000 sq. ft.	State
	WNCC Expand Carson LRC & Fallon Campus	$ 2,471,862	17,200 sq. ft.	State
	CCSN Cheyenne Campus Phase IV	$11,896,592	62,000 sq. ft.	State
Priority Number	Project	Cost Estimate	Scope	Fund Source
1	UNLV, Classroom & Faculty Ofcs.	$21,968,000	150,000 sq. ft.	State
2	UNLV, Chemistry Expansion	$12,597,000	40,000 sq. ft.	State
3	TMCC, Classrooms & Office Addn.	$ 593,000	4,056 sq. ft.	State
4	UNLV, Architecture Building	$12,365,000	55,000 sq. ft.	State/private
5	Design of TMCC Tech. Center and Funding for Construction of Ring Road	$ 3,500,000	N/A	State
6	UNR, Major Renovation, Phase I	$ 9,196,000	N/A	State
7	TMCC, Re-Roof Phase I and II	$ 475,000	N/A	State
8	NNCC, McMullen Hall Renovation	$ 2,004,000	N/A	State
9	UNLV, Tonopah Hall Conversion	$ 4,727,000	N/A	State
10	CCSN, Cheyenne Renovation	$ 5,737,000	N/A	State
11	UNR, Major Renovation, Phase II	$ 3,763,000	N/A	State
12	TMCC, Technical Center, Phase II	$17,720,000	95,270 sq. ft.	State
13	NNCC, Classroom/Office	Incld. in #8	6,152 sq. ft.	State
14	DRI, Northern Science Center, Phase I	$13,077,000	75,000 sq. ft.	State
15	WNCC, Phase V	$ 9,646,000	48,000 sq. ft.	State
16	UNLV, Wright Hall Expansion, Phase I	$ 3,748,000	20,000 sq. ft.	State
17	UNR, College of Education Expansion	$ 6,192,000	36,000 sq. ft.	State

The Base Budget provides funds necessary to maintain existing programs throughout the system. Using the 1991 fiscal year as a base, budgets have been extended into the 1991-1993 biennium by applying parameters approved by the Board of Regents, with adjustments for projected student enrollment increases.

The parameters include full funding of the formulas adopted in 1986 by the Legislative Committee Studying Funding of Higher Education. Included are: a) Support services formulas for academic support, student services, institutional support and operation and maintenance of facilities; b) improved full-time/part-time instructional ratios at the community colleges to provide the four institutions with more full-time faculty. Currently the ratio is 60% full-time and 40% part-time. The System seeks the ratio enjoyed nationally which is 70% full-time and 30% part-time, in order to provide a more stable workforce; c) a graduate assistant formula for the two universities which will provide increased salaries and additional graduate assistant positions; d) formulas for library book acquisition which are based upon the number of programs offered, the number of faculty and the student enrollment; and e) an annual equipment replacement formula based upon equipment inventories and price indexes. Each of these formulas has been designed to shore up the infrastructure of UNS institutions by providing a stable, dependable budget addressing basic needs. Both nonresident tuition and resident fees have been increased at all campuses to help fund the new formulas, and contribute to educational costs. Adjustments for past legislative actions, inflation, and selected special modifications are included in the Base Budget as well.

"Priority Requests for New Funding" have been grouped into four categories, and are directed toward strengthening existing programs, providing funds for new initiatives and new program development, providing salary increases for UNS professionals, and strengthening management and computing systems.

The top priority is a request for increases in salary and compensation for faculty and administrators. Results of the latest salary surveys indicate that the UNS has fallen further behind in its goal to be among the institutions within the top quartile of the 51 principal land-grant universities. This proposal would partially address this discrepancy.

The largest single request in priority No. 2 is designed to improve instruction through adjustments in the student/faculty ratios at each campus. Included in priority No. 3 are administrative and computing requests to establish a Southern Regional Data Center, completion of the Management Information System, additional staff for facilities planning for the Chancellor's Office, and other management and computing needs. Priority No. 4 is a request to spend estate tax funds for program development. Currently there are virtually no funds available for the campuses and DRI to use in developing programs. Funding is also requested in this priority for state matching of a federal National Science Foundation program to stimulate competitive research (EPSCoR), needs of

TABLE 3.2

University of Nevada System Summary
Base Budget
Revenue by Source

1989-91 Operating Budget, 1991-93 UNS Request

Revenue by Source	1989-90 Operating Budget	1990-91 Operating Budget	1991-92 UNS Request	1991-92 over 1990-91 Difference $	%	1992-93 UNS Request	1992-93 over 1991-92 Difference $	%
STATE APPROPRIATION								
General Fund	$138,928,034	$147,007,368	$218,084,484	$71,077,116	48.3%	$239,487,450	$21,402,966	9.8%
Faculty Merit	1,368,296	2,921,951		(2,921,951)	-100.0%			
Professional Salary Adjustment	4,697,434	5,001,885		(5,001,885)	-100.0%			
Classified Salary Adjustment	1,642,680	1,712,665		(1,712,665)	-100.0%			
Professional Salary Trigger		5,322,965		(5,322,965)	-100.0%			
Classified Salary Trigger		1,821,955		(1,821,955)	-100.0%			
Medicaid/ADC		777,185		(777,185)	-100.0%			
Total State Appropriation	$146,636,444	$164,565,974	$218,084,484	$53,518,510	32.5%	$239,487,450	$21,402,966	9.8%
OTHER REVENUE SOURCES								
Registration Fees	$ 17,814,043	$ 21,697,187	$ 25,264,418	$ 3,567,231	16.4%	$ 27,753,380	$ 2,488,962	9.9%
Non-Resident Tuition	5,321,924	6,024,207	6,727,995	703,788	11.7%	7,490,427	762,432	11.3%
Miscellaneous Student Fees	722,209	732,187	747,556	15,369	2.1%	728,590	(18,966)	-2.5%
Federal Funds	2,068,183	2,068,276	2,031,499	(36,777)	-1.8%	2,030,999	(500)	
Indirect Cost Recovery	2,118,084	2,228,800	2,226,800	(2,000)	-0.1%	2,226,800		
Operating Capital Investment	1,054,773	1,123,778	1,495,966	372,188	33.1%	1,551,688	55,722	3.7%
Discretionary Funds	275,909	284,526		(284,526)	-100.0%			
Miscellaneous	273,798	280,424	116,516	(163,908)	-58.5%	118,070	1,554	1.3%
Training Grant-Indirect	250,932	263,478	263,478			263,478		
Gifts, Grants & Other	330,000	330,000	233,833	(96,167)	-29.1%	235,624	1,791	0.8%
Estate Tax Credit	2,500,000	2,500,000		(2,500,000)	-100.0%			
Total Other Revenue Sources	$ 32,729,855	$ 37,532,863	$ 39,108,061	$ 1,575,198	4.2%	$ 42,399,056	$ 3,290,995	8.4%
TOTAL REVENUE	$179,366,299	$202,098,837	$257,192,545	$55,093,708	27.3%	$281,886,506	$24,693,961	9.6%

Amended 1/4/91

TABLE 3.3

University of Nevada System
1991-93 Biennial Budget Request

Priority Requests for New Funding

Summary

	Priority No. 1 Prof. Compensation	Priority No. 2 Improving Instr.	Priority No. 3 Mgnt. & Comput. Srv.	Priority No. 4 New Programs	Total Biennial Request
System Administration	$ 158,900	$ 225,000	$ 242,263	$ 2,100,000	$ 2,726,163
UNS Computing Services	357,421	--	8,286,000	--	8,643,421
University Press	23,675	--	--	200,000	223,675
Radiological Safety - North	7,601	--	--	--	7,601
Radiological Safety - South	2,617	--	--	--	2,617
University of Nevada, Reno	4,512,696	9,739,338	3,337,298	3,403,257	20,992,589
School of Medicine	1,251,776	135,447	200,000	486,825	2,074,048
Intercollegiate Athletics, UNR	131,400	--	--	--	131,400
Statewide Programs, UNR	280,230	--	--	161,071	441,301
Agricultural Experiment Station	414,323	119,333	100,000	--	633,656
Cooperative Extension Service	539,494	37,950	100,000	--	677,444
University of Nevada, Las Vegas	6,243,225	11,420,791	4,110,152	4,367,106	26,141,274
Intercollegiate Athletics, UNLV	131,468	--	--	--	131,468
Statewide Programs, UNLV	47,922	--	--	500,000	547,922
Clark County Community College	3,798,426	5,342,052	1,911,169	890,000	11,941,647
Northern Nevada Community College	791,534	393,631	440,910	406,600	2,032,675
Truckee Meadows Community College	2,623,383	3,327,961	1,198,545	1,030,093	8,179,982
Western Nevada Community College	1,615,596	1,570,557	593,912	822,378	4,602,443
Business Center North	48,594	--	175,000	--	223,594
Business Center South	47,701	--	175,000	--	222,701
Desert Research Institute	251,572	900,000	1,250,000	1,000,000	3,401,572
UNS TOTAL	$23,279,554	$33,212,060	$22,120,249	$15,367,330[1]	$93,979,193

[1]$5 mil. to be funded from Estate Tax

the University Press, and other campus initiatives.

Management Information System

A key element to better planning in the future both at the institutional and system level is access to a comprehensive data base as was recommended in the system academic planning report. A centrally coordinated management information system, with data made available to decision makers, is essential to effective planning. At the campus level, demographics, current student profiles, information on student retention and attrition, and the tracking of students after they complete their studies, are some of the essential data needed to make informed decisions on program development and allocation of resources. Interrelationships between institutions require accurate information, as well. For example, the number of students who transfer from the community colleges to the universities and their performance and persistence will impact decisions made by more than one campus. At the systemwide level, identification of state needs is dependent upon a common database for enrollment studies, fiscal research, and accountability.

Through an improved process of academic and physical planning, campuses are better able to define and determine budget categories and funding priorities. The Board of Regents, through its biennial budget request and capital construction request, has set priorities for state funding. The Board, the system, and the campuses support these priorities. The University of Nevada System is planning for the future now.

CHAPTER FOUR

THE UNIVERSITY OF NEVADA SYSTEM: A PROFILE

CHAPTER FOUR

THE UNIVERSITY OF NEVADA SYSTEM:

A PROFILE

Growth of student enrollment has dominated the University of Nevada System throughout the last decade and promises to continue its dominance throughout the coming biennium and beyond. At the beginning of the fall 1990 semester, the six instructional institutions of the UNS enrolled 68,000 students in credit-granting courses, an increase of nearly 27,000 students (65%) since fall 1981 (Page 28). Enrollment of full-time equivalent students, while increasing at a slower pace that reflects the high number of part-time students enrolled in our system, increased 54% from 1981 to 1990 (Page 29). Only two states, Arizona and New Mexico, came close to matching this tremendous rate of growth (Page 30). The rate of UNS enrollment growth (65%) actually exceeded the rate of general population growth in the state of Nevada (60%) (Page 31).

While other states and the nation as a whole are facing projected enrollment declines, the indicators are strong that enrollment in postsecondary education will continue to increase in Nevada. The number of students graduating from Nevada high schools between 1991 and 2001 should increase nearly 60% according to projections of the Western Interstate Commission for Higher Education (Page 32). If the 1990 class of Nevada high school graduates is representative of its younger brothers and sisters, most of these students will plan to enroll in postsecondary education programs. In a survey of 1990 high school seniors, 66% planned to enroll in a degree- granting program, 11% planned to enroll in vocational/technical programs, and an additional 8% planned to take job-related courses after graduating from high school (Page 33). In addition to these traditional college students, Nevada's colleges and universities serve many older non-traditional students returning to our campuses for degrees or to update their job skills. Over 75% of Nevada's population aged 24 years and older have attended four years of high school, while only 14% of these same adults have four years of college experience (Page 34). It is likely that many of these adults will continue to enroll in college classes and will contribute to continued enrollment growth. Based on these indicators as well as on historical trends of enrollment patterns and projected population growth in the state (Page 35), the UNS campuses project enrollments throughout the system to exceed 90,000 students by 1995 (Page 36).

A profile of the students enrolled on the UNS college and university campuses during the fall 1990 semester revealed the following information. Most students (70%) are part-time students. 89% of community college students attend on a

part-time basis and 49% of university students attend part time (Page 37). Systemwide, 30% of students are 22-29 years of age, followed by 28% of students in the traditional college age group of 18-21 years (Page 38). Students in the community colleges are older on average then students at the two universities (Page 39). The majority of UNS students are female (56%) and white (79.9%). Increasingly, a greater proportion of our students are members of a race-ethnic minority group; in 1990, 16% of the students were minorities (Page 40).

In 1989-1990 the colleges and universities of the UNS awarded degrees and certificates to nearly 4,000 students; over half of the degrees awarded were bachelor's degrees, and nearly one-quarter were associate degrees (Page 41). Business and management was the subject area in which most degrees were awarded (30%), followed by 15% in the humanities, 13% each in science and technology, education, and social and behavioral sciences, and 11% in health fields (Page 43). Most certificates and associate degrees were awarded in the humanities, most bachelors' degrees were awarded in business and management, and most graduate degrees were awarded in education (Pages 44 through 46).

This profile of the University of Nevada System reveals a rapidly growing, diverse system of higher education facing tremendous challenges and opportunities. These data are also useful for campus and statewide planning, and for general information on students within the University of Nevada System. UNS will endeavor to meet the challenges and opportunities of the future according to the plans that have been developed. The system can help to lead the state into the new decade.

Table 4.1 University of Nevada System Fall Semester
Student Headcount Enrollments, Fall 1981-Fall 1990

	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	9-Year % Change
Universities*											
UNLV	10,544	11,452	11,085	10,988	12,008	12,846	13,778	14,825	16,360	18,216	72.8%
UNR	9,601	9,988	10,334	10,420	9,817	10,245	10,624	11,262	11,754	12,510	30.3%
University Sub-total	20,145	21,440	21,419	21,408	21,825	23,091	24,402	26,087	28,114	30,726	52.5%
Community Colleges*											
CCSN	8,995	10,077	9,704	9,821	11,096	13,000	14,211	14,335	16,037	19,555	117.4%
NNCC	1,617	1,738	1,566	1,538	2,000	2,018	2,079	2,005	2,209	2,598	60.7%
TMCC	7,673	8,248	8,387	7,555	7,429	7,946	8,483	9,083	9,247	9,803	27.8%
WNCC	2,825	2,543	2,992	3,253	3,381	3,944	4,012	4,736	5,036	5,320	88.3%
Community College Sub-total	21,110	22,606	22,649	22,167	23,906	26,908	28,785	30,159	32,529	37,276	76.6%
SYSTEM TOTAL	41,255	44,046	44,068	43,575	45,731	49,999	53,187	56,246	60,643	68,002	64.8%

* University Registrar's First Reports; Community Colleges as of 10/15

IR 11/90

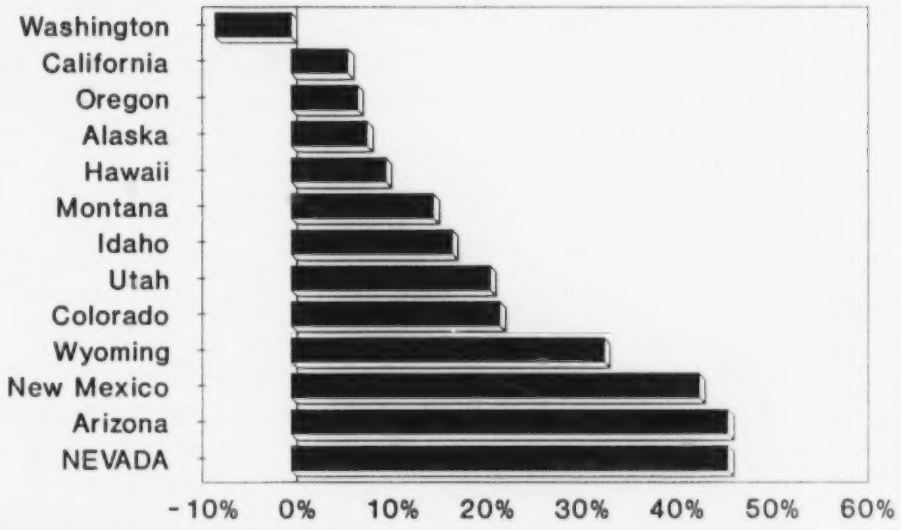
Table 4.2 University of Nevada System Fall Semester
Student FTE Enrollments, Fall 1981-Fall 1990

	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	9-Year % Change
Universities*											
UNLV	6,712	7,295	7,200	6,958	7,381	7,773	8,593	9,624	10,835	12,141	80.9%
UNR	7,055	7,178	7,185	7,207	7,068	7,159	7,497	7,743	7,772	8,299	17.6%
University Sub-total	13,767	14,473	14,385	14,165	14,449	14,932	16,090	17,367	18,607	20,440	48.5%
Community Colleges*											
CCSN	3,329	3,858	3,513	3,470	3,550	3,692	4,179	4,492	5,024	5,402	62.3%
NNCC	394	424	427	401	463	466	474	538	590	800	103.0%
TMCC	2,195	2,481	2,522	2,296	2,387	2,566	2,627	2,883	3,036	3,283	49.6%
WNCC	858	920	956	999	1,007	1,125	1,162	1,372	1,478	1,646	91.8%
Community College Sub-total	6,776	7,683	7,418	7,166	7,407	7,849	8,442	9,285	10,128	11,131	64.3%
SYSTEM TOTAL	20,543	22,156	21,803	21,331	21,856	22,781	24,532	26,652	28,735	31,571	53.7%

* University Registrar's First Reports; Community Colleges as of 10/15

IR 11/90

Figure 4.1 Percentage Change in College Enrollment, Thirteen Western States, 1978 to 1988



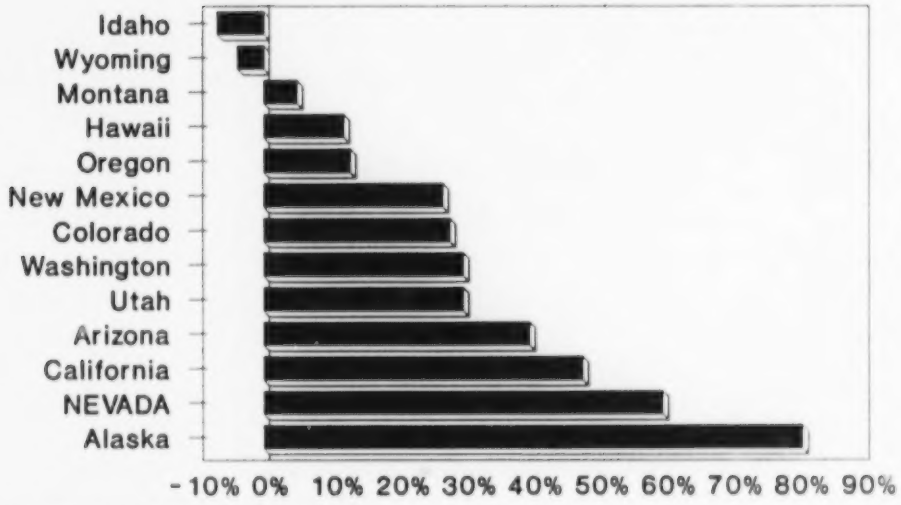
Source: U.S. Department of Education

Table 4.3 Population of Nevada Counties*

COUNTY	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1980-90 % Change
Carson City	32,022	33,200	33,930	34,430	34,750	35,400	36,040	36,650	37,850	39,420	40,340	26.0%
Churchill	13,917	14,520	14,630	14,800	15,050	15,450	15,800	17,460	18,830	19,090	19,230	38.2%
Clark	463,087	494,460	511,930	531,210	546,580	572,140	600,160	631,920	681,440	733,180	800,840	72.9%
Douglas	19,421	20,870	21,560	22,190	23,190	24,660	26,170	27,690	28,910	30,410	32,130	65.4%
Elko	17,269	18,790	19,760	20,770	21,830	22,850	23,920	25,000	27,980	33,270	36,260	110.0%
Esmeralda	777	1,100	1,200	1,330	1,490	1,380	1,380	1,380	1,300	1,240	1,230	58.3%
Eureka	1,198	1,250	1,250	1,270	1,350	1,450	1,530	1,950	2,010	2,050	2,110	76.1%
Humboldt	9,449	10,700	11,430	11,480	11,790	11,880	11,820	12,180	12,940	13,650	14,270	51.0%
Lander	4,076	4,980	4,970	4,700	4,570	4,500	4,490	4,580	5,430	6,190	6,340	55.5%
Lincoln	3,732	4,000	4,130	4,060	4,110	4,200	4,200	4,250	4,320	4,330	4,430	18.7%
Lyon	13,594	14,300	14,850	15,450	16,200	17,170	18,040	19,500	20,590	21,750	22,280	63.9%
Mineral	6,217	6,300	6,250	6,150	6,030	6,030	6,130	6,470	7,150	7,440	7,700	23.9%
Nye	9,048	11,100	13,240	13,700	14,850	14,850	14,970	15,520	16,110	17,980	18,650	106.1%
Pershing	3,408	3,610	3,720	3,710	3,650	3,660	3,900	4,390	4,680	4,820	4,970	45.8%
Storey	1,503	1,590	1,690	1,730	1,780	1,850	1,960	2,130	2,140	2,480	2,560	70.3%
Washoe	193,623	201,620	205,040	210,860	218,130	224,340	231,970	238,010	244,490	251,130	256,640	32.5%
White Pine	8,167	8,760	8,680	7,820	7,660	7,560	7,800	7,950	8,480	8,830	10,040	22.9%
NEVADA	800,508	851,150	878,260	905,660	933,010	969,370	1,010,280	1,057,030	1,124,650	1,197,260	1,280,020	59.9%

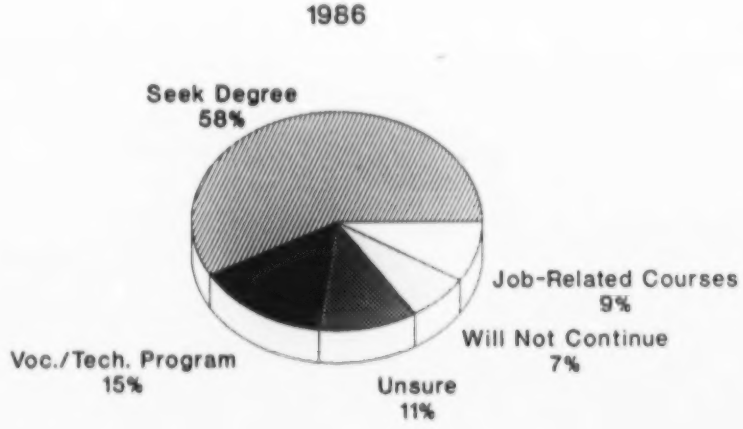
*1980 U.S. Census; July 1981 through July 1990 State Estimates.

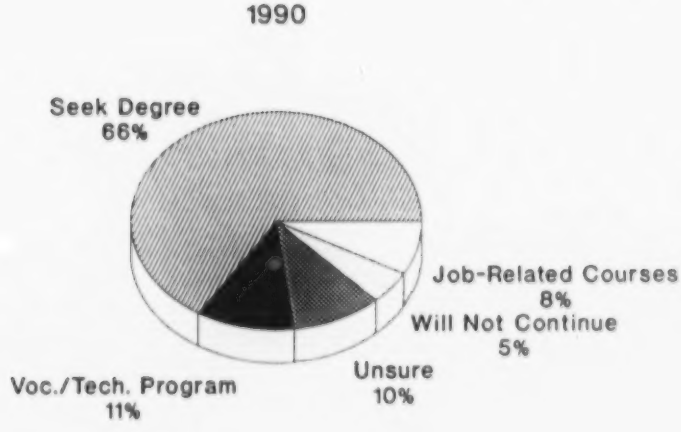
Figure 4.2 Projected Change in Number of High School Graduates, 1990-91 to 2000-01



Source: Western Interstate Commission for Higher Education, 1990

Figure 4.3 Long-Term Educational Plans of Nevada High School Seniors





IR 1/91

Table 4.4

Percent of Population with at Least
Four Years of High School Experience

Western States	National Rank	Percent
Alaska	1	82.5
Utah	2	80.0
Colorado	3	78.6
Wyoming	4	77.9
Washington	5	77.6
Oregon	6	75.6
NEVADA	7	75.5
Montana	8	74.4
Hawaii	9	73.8
Idaho	10	73.7
California	11	73.5
Arizona	15	72.4
New Mexico	22	68.9
United States	N/A	66.5

Percent of Population with Four Years of College Experience

Western States	National Rank	Percent
Colorado	2	23.0
Alaska	3	21.1
Hawaii	6	20.3
Utah	8	19.9
California	9	19.6
Washington	11	19.0
Oregon	15	17.9
New Mexico	17	17.6
Montana	18	17.5
Arizona	20	17.4
Wyoming	22	17.2
Idaho	26	15.8
NEVADA	34	14.4
United States	N/A	16.2

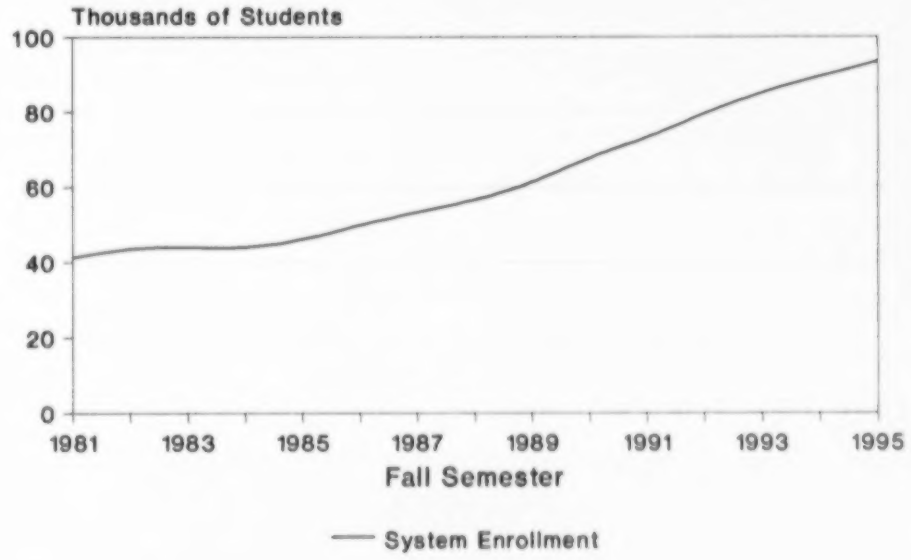
Source: U.S. Census Bureau, 1980.

Table 4.5 Population Forecasts of Nevada Counties

COUNTY	1991	1992	1993	1994	1995	1991-95 % Change
Carson City	43,150	44,540	45,720	46,660	47,590	10.3%
Churchill	21,310	22,000	22,620	23,210	23,770	11.5%
Clark	844,890	890,060	932,630	973,120	1,013,020	19.9%
Douglas	33,810	35,670	37,450	39,290	41,180	21.8%
Elko	39,100	41,290	43,340	45,300	47,110	20.5%
Esmeralda	1,290	1,310	1,330	1,350	1,370	6.2%
Eureka	2,350	2,380	2,410	2,430	2,450	4.3%
Humboldt	16,270	17,040	17,830	18,610	19,390	19.2%
Lander	6,890	7,100	7,310	7,510	7,710	11.9%
Lincoln	4,650	4,790	4,920	5,040	5,140	10.5%
Lyon	24,320	25,600	26,880	28,160	29,480	21.2%
Mineral	7,670	7,690	7,690	7,700	7,710	0.5%
Nye	19,290	18,870	19,420	19,940	20,400	5.8%
Pershing	5,400	5,620	5,820	6,030	6,240	15.6%
Storey	2,860	3,040	3,210	3,380	3,560	24.5%
Washoe	264,100	271,230	278,790	286,140	286,140	8.3%
White Pine	10,570	11,210	11,680	12,070	12,410	17.4%
NEVADA	1,347,920	1,409,440	1,469,050	1,525,940	1,581,540	17.3%

Source: Office of the Nevada State Demographer.

Figure 4.4 UNS Headcount Enrollment, 1981 to 1995•



•1991 to 1995 Projected; IR 1/91

Table 4.6 University of Nevada System
Percent of Full-Time and Part-Time Students*

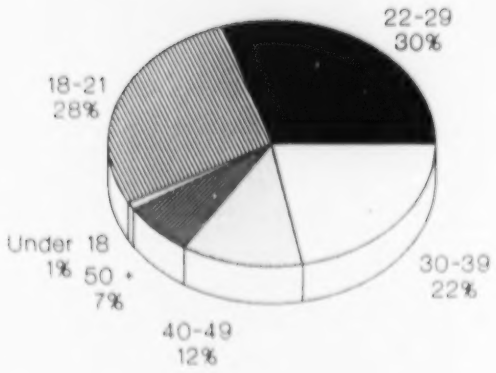
	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990
Universities										
Full-Time	52%	41%	52%	52%	50%	48%	49%	49%	45%	51%
Part-Time	48%	59%	48%	48%	50%	52%	51%	51%	55%	49%
Community Colleges										
Full-Time	13%	12%	12%	11%	15%	8%	10%	11%	11%	11%
Part-Time	87%	88%	88%	89%	85%	92%	90%	89%	89%	89%
Systemwide										
Full-Time	33%	26%	31%	31%	32%	27%	29%	30%	30%	30%
Part-Time	67%	74%	69%	69%	68%	73%	71%	70%	70%	70%

* Full-Time students are defined as those students whose academic load is at least 75% of the institution's normal full-time load.

Source: U.S. Department of Education, National Center for Statistics, "Fall Enrollment", 1981-1990.

IR 11/90

Figure 4.5 Percent of UNS Students by Age, Fall 1989



IR/89

Table 4.7 University of Nevada System
Percent of Students by Age Group, Fall 1989*

Campus	Age Group					
	Under 18	18-21	22-29	30-39	40-49	50 +
UNLV						
Full-Time	0.8%	26.0%	13.8%	3.5%	1.6%	0.1%
Part-Time	0.4%	11.5%	17.7%	12.6%	6.5%	5.2%
Total	1.2%	37.5%	31.5%	16.1%	8.1%	5.3%
UNR						
Full-Time	0.8%	31.0%	19.0%	6.8%	2.4%	0.4%
Part-Time	0.2%	5.0%	12.0%	12.2%	7.2%	3.0%
Total	1.0%	36.0%	31.0%	19.0%	9.6%	3.4%
CCSN						
Full-Time	0.02%	4.8%	3.7%	1.5%	0.8%	0.3%
Part-Time	0.2%	13.6%	29.0%	24.5%	13.6%	8.0%
Total	0.2%	18.4%	32.7%	26.0%	14.4%	8.3%
NNCC						
Full-Time	0.0%	3.6%	2.8%	2.2%	0.7%	0.3%
Part-Time	0.3%	8.8%	20.5%	31.4%	18.9%	10.5%
Total	0.3%	12.4%	23.3%	33.6%	19.6%	10.8%
TMCC						
Full-Time	0.1%	2.5%	3.3%	2.8%	1.6%	0.8%
Part-Time	0.9%	19.9%	26.3%	22.7%	12.6%	6.5%
Total	1.0%	22.4%	29.6%	25.5%	14.2%	7.3%
WNCC						
Full-Time	0.0%	2.7%	1.6%	1.9%	0.7%	0.2%
Part-Time	1.6%	11.2%	21.2%	28.0%	17.9%	12.6%
Total	1.6%	13.9%	22.8%	29.9%	18.6%	12.8%
UNS TOTAL						
Full-Time	0.4%	15.6%	9.3%	3.4%	1.5%	0.3%
Part-Time	0.5%	11.9%	21.0%	18.9%	10.7%	6.4%
Total	0.9%	27.5%	30.3%	22.3%	12.2%	6.7%

* Totals may not add due to rounding

Table 4.8 Systemwide Enrollment
Percent of Students by Gender and Racial-Ethnic Designation*
1981-1990

Gender	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990
Male	47%	47%	46%	50%	45%	45%	43%	45%	44%	44%
Female	53%	53%	54%	50%	55%	55%	57%	55%	56%	56%

Racial-Ethnic Designation					
Non-Resident/ Alien	1.1%	1.3%	1.4%	1.3%	1.4%
Black	4.3%	3.9%	4.0%	4.3%	4.6%
American Indian	1.2%	2.7%	1.5%	1.5%	1.6%
Asian	2.3%	2.4%	2.7%	3.2%	4.0%
Hispanic	2.9%	3.0%	4.1%	5.1%	5.4%
White	88.2%	87.0%	85.9%	84.6%	79.7%
Non-Specified	--	--	--	--	3.2%

* Figures may not add to 100% due to rounding.

Source: U.S. Department of Education, National Center for Statistics, "Fall Enrollment", 1981-1990.

IR 11/90

Table 4.9 University of Nevada System
Total Degrees and Certificates Conferred
1980 to 1990

COMMUNITY COLLEGES

Institution	Year	Certificates	Associates	TOTAL
CCSN	1980-81	19	290	309
	1981-82	5	337	342
	1982-83	58	432	490
	1983-84	54	478	532
	1984-85	49	404	453
	1985-86	53	408	461
	1986-87	36	374	410
	1987-88	31	396	427
	1988-89	71	393	464
	1989-90	67	434	501
NNCC	1980-81	0	64	64
	1981-82	29	31	60
	1982-83	18	39	57
	1983-84	19	40	59
	1984-85	22	40	62
	1985-86	24	36	60
	1986-87	24	37	61
	1987-88	19	31	50
	1988-89	10	39	49
	1989-90	7	47	54
TMCC	1980-81	18	165	183
	1981-82	15	186	201
	1982-83	28	195	223
	1983-84	24	294	318
	1984-85	38	235	273
	1985-86	26	268	294
	1986-87	37	285	322
	1987-88	32	205	237
	1988-89	22	264	286
	1989-90	28	249	277
WNCC	1980-81	16	74	90
	1981-82	42	82	124
	1982-83	156	106	262
	1983-84	8	122	130
	1984-85	15	104	119
	1985-86	15	115	130
	1986-87	12	103	115
	1987-88	16	108	124
	1988-89	17	126	143
	1989-90	22	192	214

Table 4.9 University of Nevada System
Total Degrees and Certificates Conferred*
1980 to 1990 (continued)

UNIVERSITIES

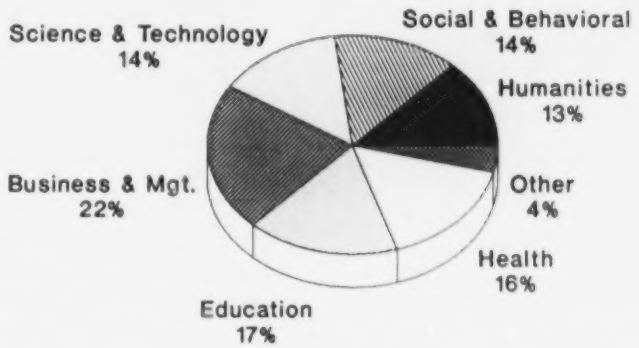
Institution	Year	Certificates	Associates	Bachelors	Masters	Doctorates	Professional	TOTAL
UNLV	1980-81	- -	91	564	250	5	- -	910
	1981-82	- -	93	733	253	10	- -	1,089
	1982-83	- -	91	855	242	7	- -	1,195
	1983-84	- -	108	940	251	4	- -	1,303
	1984-85	- -	98	899	234	5	- -	1,236
	1985-86	- -	89	921	203	7	- -	1,220
	1986-87	- -	78	993	225	6	- -	1,302
	1987-88	- -	19	983	212	8	- -	1,222
	1988-89	14	64	1,076	219	7	- -	1,380
	1989-90	11	28	1,172	269	8	- -	1,488
UNR	1980-81	- -	19	817	181	17	48	1,082
	1981-82	- -	41	779	216	24	45	1,105
	1982-83	- -	48	835	189	19	42	1,133
	1983-84	- -	38	904	194	25	48	1,209
	1984-85	- -	40	953	180	26	46	1,245
	1985-86	- -	20	917	218	21	49	1,225
	1986-87	4	- -	904	194	26	42	1,170
	1987-88	- -	- -	945	218	25	46	1,234
	1988-89	3	- -	938	281	28	46	1,296
	1989-90	2	- -	1,034	281	32	49	1,398
UNS TOTAL	1980-81	53	703	1,381	431	22	48	2,638
	1981-82	91	770	1,512	469	34	45	2,921
	1982-83	260	911	1,690	431	26	42	3,360
	1983-84	105	1,080	1,844	445	29	48	3,551
	1984-85	124	921	1,852	414	31	46	3,388
	1985-86	118	936	1,838	421	28	49	3,390
	1986-87	113	877	1,897	419	32	42	3,380
	1987-88	98	759	1,928	430	33	46	3,294
	1988-89	137	886	2,014	500	35	46	3,618
	1989-90	137	950	2,206	550	40	49	3,932

*-Certificates conferred by universities are awarded at the post-baccalaureate level

Source: Higher Education General Information Survey, "Degrees and Other Formal Awards Conferred," 1981-1990.

Figure 4.6 UNS Degrees Conferred by Discipline

1980



1990

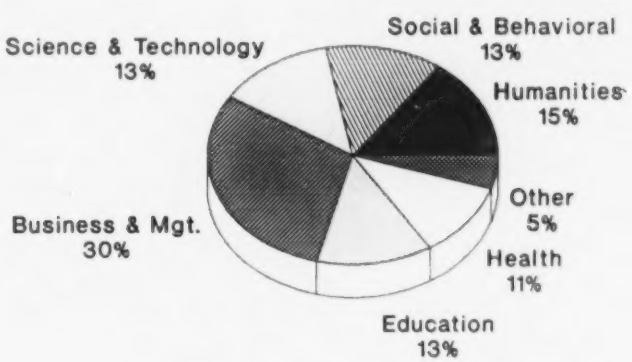


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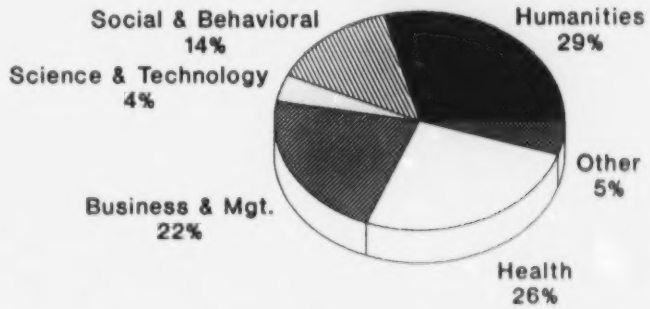
Figure 4.7 UNS Certificates and Associate Degrees Conferred, by Discipline

1980



1990

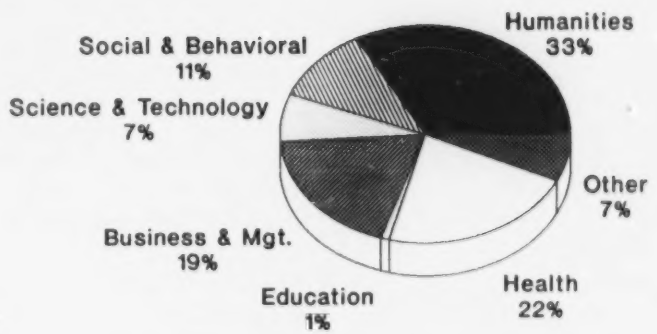


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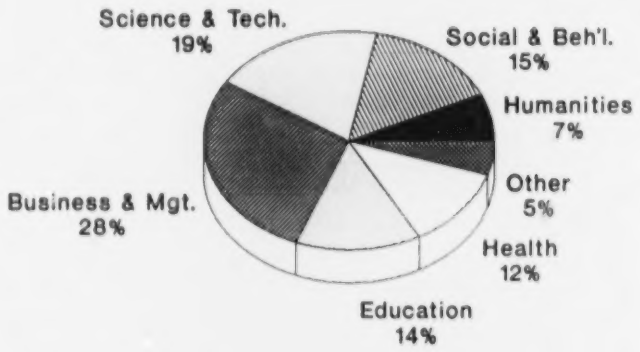
Figure 4.8 UNS Bachelor's Degrees Conferred, by Discipline

1980



1990

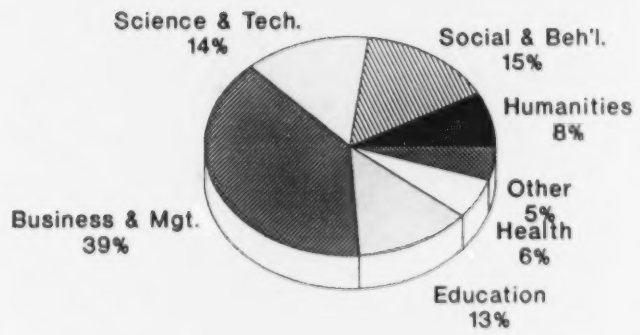


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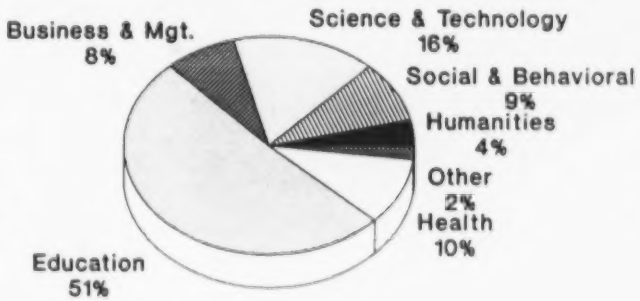
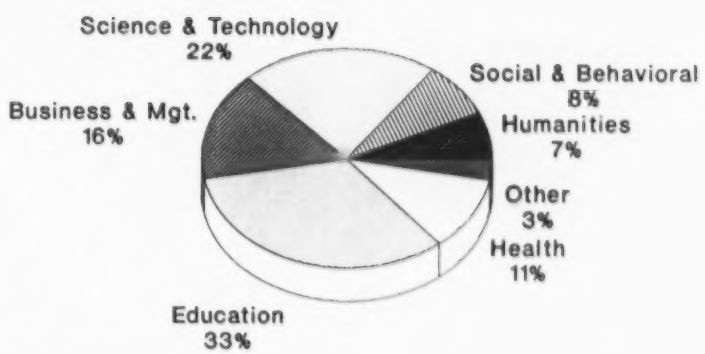
Figure 4.9 UNS Graduate Degrees Conferred, by Discipline

1980



1990



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RELATED PUBLICATIONS

University of Nevada System
Campus Plans and System Publications

Campus Plans

Clark County Community College Academic Master Plan
Northern Nevada Community College Academic Plan, *Challenges of the Nineties*
Truckee Meadows Community College Academic Master Plan
Western Nevada Community College Academic Master Plan
University of Nevada, Las Vegas Academic Master Plan
University of Nevada, Reno Academic Master Plan
The Desert Research Institute Academic Master Plan

Special Reports

Anaysis of Campus Physical Master Plans for the University of Nevada System, September 1989

A Nevada Profile: Student Demand and Resources for Higher Education, March 1990

Enrollment Report: Fall 1990. University of Nevada System, November 1990

Health Care Education in Nevada, 1989

Nevada 2000: Future Directions for Nevada's Colleges and Universities, 1983.

Postsecondary Plans of Nevada High School Seniors, 1986, 1988, and 1990.

Preparing to Win, Report of the University of Nevada System Student Minority Outreach Task Force, 1988

Strengthening Student Transfer and Articulation within the University of Nevada System, October 1990

Technical Education at Nevada's Community Colleges: The University of Nevada System, January 1990

University of Nevada System Biennial Budget Request: 1991-1993

University of Nevada System Course Transfer Guide, 1990

UNIVERSITY OF NEVADA SYSTEM

DEGREES OFFERED

University of Nevada

Programs by Major	UNR	UNLV	CCSN	NNCC	TMCC	WNCC
AGRICULTURE						
Agricultural Business	B					
Agricultural Economics	M					
Agricultural Education	B					
Animal Health Technology			A			
Animal Science	B,M					
Integrated Pest Management	M					
Ornamental Horticulture			C,A			
Plant Science	M					
Resource Management	B,M					
Veterinary Science	B					
BUSINESS						
Accounting	B	B,M	A	C	C,A	
Accounting-Applied						A
Accounting Technician				C		
Administrative Assistant					A	
Banking and Finance			A			C
Bookkeeping			C			
Business Administration	M	M		C,A		C,A
Business Data Processing-Main Frame			A			
Business Management			A			
Casino Management			C		A	
Clerical Office					A	
Construction Management				C		
Data Processing				C		
Economics	B,M	B,M				
Finance	B	B				
General Business					C,A	C,A
General Clerical				C		
General Office Administration						C,A
General Secretarial				C		
Hotel Administration		B,M				
Hotel Management			C			
Hotel Technology			C,A			
International Business			C			
Legal Office					A	
Legal Secretary				C		
Logistics Management	B					
Management	B	B				A
Management Information Systems		B				
Marketing	B	B			C,A	C,A
Marketing/Merchandising/ Retail/Management			A			
Medical Office					A	
Mid-Management					C,A	
Money and Banking					C,A	
Office Administration			A	A	C	A
Real Estate			C,A		C,A	C,A
Records Management			C			
Resort Management			C			
Resort Occupations			A			
Restaurant Management			C			
Savings and Loan			A			
Secretarial and Clerical				C		

Programs by Major	UNR	UNLV	CCSN	NNCC	TMCC	WNCC
Small Business Management					C,A	
Stenographic Secretarial						A
Word Processing				C	A	C,A
COMMUNICATIONS						
Communications Studies		B,M				
Communications			A			
Journalism	B,M					
Speech Communication	B,M					
COMPUTER & INFORMATION SCIENCES						
Business Data Processing — Main Frame			C			
Computer Information — Applications						C,A
Computer Information — Programming						C,A
Computer Information Systems	B				C,A	
Computer Science	B,M	B,M,D	A			
Computing and Information Technology			C,A			
Computer Technology					A	
Data Processing			C	C		
Micro-Computer					C,A	
Micro-Computer (Management Information System)			C			
Micro-Computer System Software Analysis			C			
EDUCATION						
Administration and Sports Management		M				
Athletic Training		B				
Child Development			A		A	
Child Development (Infant/Toddler)			C			C
Child Development (Pre-school Education)			C	C,A		C
Child Development (Teacher Aide)			C			C
Child Development (Teacher)					C	
Child Development (Director)					C	
Counseling, Ed. Psych., and Foundations		M,D				
Counseling & Educational Psychology	M,S,D					
Curriculum and Instruction	S,D	M,S,D				
Educational Administration and Higher Education		M,S,D				
Educational Leadership	M,S,D					
Elementary Education	B,M	B				
Elementary/Special Education	B					
Exercise Physiology		M				
Health Education	B	B				
Health, Physical Education and Recreation		M				
Physical Education	B,M	B,M				
Professional Development		PDD				
Recreation	B	B				
Secondary Education	B,M	B				
Secondary, Postsecondary and Vocational Education		M,S,D				

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System Degrees Offered by Level, Field, and Campus

Programs by Major	UNR	UNLV	CCSN	NNCC	TMCC	WNCC
	UNIVERSITIES		COMMUNITY COLLEGES			
Special Education	B,M	B,M,S,D				
Substance Abuse Counseling					A	
Vocational Counseling		M				
ENGINEERING						
Architecture		B,M				
Architectural Design					A	
Architectural Drafting					C	
Architectural Landscape Design					A	
Automotive Technology Program			C,A	C,A	C,A	
Chemical Engineering	B					
Civil Engineering	B,M	B,D				
Civil and Mechanical Engineering		M				
Computer Integrated Manufacturing Systems Engineering	M					
Computer Science Engineering		B				
Computer Science and Electrical Engineering		M				
Construction Engineering	P					
Drafting Technology Program			C,A	C	C,A	
Engineering	D					
Electrical Engineering	B,M	B				
Electronic Engineering Technology			C,A			
Electronics Service Technology			C			
Electronics Technology					C,A	C,A
Engineering Physics	B					
Geological Engineering	B,M,P					
Machine Technology						C,A
Materials Science and Engineering	B					
Mechanical Engineering	B,M	B				
Metallurgical Engineering	B,M,P,D					
Mining Engineering	B,M,P					
Mining Technology				C,A		
Residential Design					A	
Solar Energy Technology					C,A	
Welding Technology			C	C	C,A	C,A
FOREIGN LANGUAGES						
Foreign Languages and Literatures	M					
French	B	B,M				
German	B	B,M				
Romance Languages		B				
Spanish	B	B,M				
HEALTH						
Clinical Laboratory Science	B					
Clinical Laboratory Sciences (Med Tech)		B				
Dental Assisting					C,A	
Dental Hygiene			A			
Emergency Medical Technology					C	C
Health Care Administration		B				
Gerontology	C	C				
Licensed Practical Nurse			C			C
Medical Laboratory Technology	C		A			
Medical Records Technology			A			
Medical Sciences	B					
Medical Transcription			C			

Programs by Major	UNR	UNLV	CCSN	NNCC	TMCC	WNCC
	UNIVERSITIES		COMMUNITY COLLEGES			
Medicine	P					
Mental Health Technician					C	
Nursing	B,M	B,M	A	A	A	A
Nursing Assistant					C	C
Ophthalmic Technology			A			
Paramedic Medicine			A			
Pharmacology	M,D					
Physical Therapy		M				
Pre-Dental	B	BX				
Pre-Medical	B	BX				
Pre-Pharmacy	BX	BX				
Pre-Physical Therapy	B	BX				
Radiologic Technology		B			A	
Respiratory Therapy			C,A			
Speech Pathology	B					
Speech Pathology and Audiology	M					
HOME ECONOMICS						
Human Development and Family Studies	B,M					
Culinary Arts			C		C,A	
Nutrition	B,M					
Food Service Technology					C,A	
Interior Design	B					
Textile and Apparel Merchandising	B					
LAW						
Court Reporting			A			
Legal Assistant			C,A		A	
Judicial Studies	M					
Pre-legal	BX	BX				
LETTERS						
English	B,M,D	B,M,D	A			
Teaching of English	M					
Teaching of English as a Second Language	M					
LIBERAL/GENERAL STUDIES						
Arts			A	A	A	A
General Studies	B		A	A	A	A
General Transfer			A			
Liberal Studies		B				
Science				A		
LIFE SCIENCES						
Biochemistry	B,M,D					
Biology	B,M,D					
Biological Sciences		B,M				
Botany	B,M					
Cellular and Molecular Biology	M,D					
Environmental Biology		D				
Zoology	B,M					
MATHEMATICS						
Mathematics	B,M					
Mathematical Sciences	B,M					
Teaching of Mathematics	M					
MULTI/INTERDISCIPLINARY STUDIES						
Asian Studies		B				
Basque Studies	D					

Programs by Major	UNR	UNLV	CCSN	NNCC	TMCC	WNCC
	UNIVERSITIES		COMMUNITY COLLEGES			
Comparative Literature		B				
Film Studies		B				
Land Use Planning	M					
Latin American Studies		B				
Linguistic Studies		B				
Social Science Studies		B				
Women's Studies		B				
PHILOSOPHY, RELIGION & THEOLOGY						
Ethics and Policy Studies		M				
Philosophy	B,M	B				
PHYSICAL SCIENCE						
Applied Physics		B				
Atmospheric Physics	M					
Chemical Physics	D					
Chemistry	B,M,D	B				
Earth Sciences		B				
Environmental Analytical Chemistry		M				
Geochemistry	M,D					
Geography	B					
Geology	B,M	B				
Geology and Related Earth Sciences	D					
Geophysics	B,M,D					
Geoscience		M				
Geotechnical Science				A		
Hydrology and Hydrogeology	M,D					
Physics	B,M,D	B,M,D	C	C		C
Science			A			
Science and Education		PDD				
Water Resource Management		M				
PUBLIC AFFAIRS AND PROTECTIVE SERVICES						
Corrections					A	C,A
Criminal Justice	B	B, M	C,A	A	A	C,A
Fire Science Technology			C,A		C,A	C,A
Fire Science Management			A			
Juvenile Justice					A	C,A
Law Enforcement					A	C,A
Military Occupations					A	
Private Security					A	
Public Administration		B,M				
Public Administration and Policy	M					
SOCIAL SCIENCES						
Anthropology	B,M,D	B,M				
History	B,M,D	B,M,D				
International Affairs	B					
Psychology	B,M,D	B,M				
Political Science	B,M,D	B,M				
Social Psychology	B,D					
Social Sciences		B	A			
Social Work	B,M	B,M				
Sociology	B,M	B,M,D				
TRADE AND INDUSTRIAL						
Auto Body Service					C,A	

Programs by Major	UNR	UNLV	CCSN	NNCC	TMCC	WNCC
	UNIVERSITIES		COMMUNITY COLLEGES			
Air Conditioning			C,A			
Automotive Mechanics				C,A	C,A	C,A
Automotive Technician				A		
Automotive Technology			C,A		C,A	
Building Technology			C,A			
Building Trades					C,A	
Diesel Technician				C,A		
Heavy Equipment Mechanics					C,A	
Mechanical Drafting					C,A	C
Mechanical Technology			C,A			
Mill Maintenance				C,A		
Refrigeration/Air Conditioning					C	
Technical Arts				C		
Welding			A	A		
VISUAL AND PERFORMING ARTS						
Art	B	B,M				
Dance		B				
Graphic Arts — Graphics Technology			C,A			
Graphics Arts — Print Production					C	
Fine Arts			A			
Music	B,M	B,M				
Music — Applied	B					
Music (Piano Pedagogy)						C
Music/Dance		M				
Music Education	B					
Musical Theatre		B				
Theatre	B					
Theatre Arts		B,M				

KEY: Degree Offered

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INDEX OF DEGREES OFFERED: UNIVERSITY OF NEVADA SYSTEM

The following index contains a listing of all degrees presently offered by the campuses of the University of Nevada System, classified by level of degree, academic field, and campus.

- University of Nevada, Reno
- University of Nevada, Las Vegas
- Community College of Southern Nevada
- Northern Nevada Community College
- Truckee Meadows Community College
- Western Nevada Community College

UNIVERSITY OF NEVADA SYSTEM